

ICT for Development

Session 1 & 2

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What I want to do in 10 sessions

- *Explore existing concepts of development, and study the role of ICTs in this process, and then link ICTs to development goals.*
- *How ICTs offer the global community an unparalleled opportunity to reconsider ways and means of delivering the benefits of development by providing access to knowledge and to services that were earlier limited to the few rich in a society.*
- *Understand what these ICTs are, their different components, elements, and attributes.*
- *Understand their limitations and how these interact with each other and with social, political, legal and technological environments.*
- *Understand emerging trends in global thinking on the purpose of development.*
- *Become familiar with the role that international institutions are playing to promote the use of ICTs in the development process.*

How will it benefit you?

- *Make you sensitive to enormous importance of the work that you are going to do in your career as ICT engineers*
- *Provide you with a holistic view of how ICT touches human lives*
- *Open up your vision to enormous possibilities that lie ahead to leverage technology for greater good of mankind through empowerment & equal opportunity*
- *Inculcate your entrepreneurial skills to look for opportunities in harnessing ICT for development through new use cases*
- *Look beyond the obvious*
- *Showcase your project work in job interviews*

Evaluation

Component	Weightage
<i>Class Participation/Quiz (4)</i>	<i>10%</i>
<i>Scheduled Quiz (1)</i>	<i>20%</i>
<i>Group Project</i>	<i>30%</i>
<i>End Term</i>	<i>40%</i>
Total	100%

Rules:

- **Surprise Quiz:** *consisting of objective type questions for CP, each of 5 minutes duration.*
- **Scheduled Quiz:** *consisting of objective type questions of 15 minutes duration.*
- **Group Projects:** *8 groups to be formed. Each group to present the assigned case study in class (20 min presentation + 10 min Q&A)*
- **End-term Exam:** *format to be decided in consultation with instructor of Part-I of the course.*

Course Description

Unit 4 (3 hours): ICT as harbingers of social change

- MDG/SDG initiatives of UN, ICT Indicators, Digital India program.
- Contours of new channels of information, Social networking.
- Rise of social media and online content generation.
- How these digital artefacts democratize the process of owning, using and networking with new media technologies.

Unit 5 (4 hours): Case studies on ICT

- Implications of new and digital media in everyday life.
- Addressing Governance issues.
- Connecting the unconnected.

Unit 6 (3 hours): Digital Media as a Developmental Tool

- Social media as a tool to empower and communicate with communities.
- Utilization of new media tools for leisure and social networking.
- Impact of ICT in evolution of a digital society as a part of socio-economic development.
- Impact of ICT on Bottom of the Pyramid.

Session Plan

Session 1: ICT for social change, MDGs, SDGs, Case study assignment

Session 2: ICT indicators, e-Government, Digital India

Session 3: Social Networking, social media, online content generation

Presentation of Case study by Group 1

Session 4: Democratization of networking with ICT

Presentation of Case-Study by Group 2

Session 5: Implications of ICT in everyday life, MMPs

Presentation of Case-Study by Group 3

Session 6: Implications of ICT on Governance

Presentation of Case-Study by Group 4

Session 7: ICT for connecting the unconnected.

Presentation of Case-Study by Group 5

Session 8: ICT as an empowerment tool

Presentation of Case-Study by Group 6

Session 9: ICT for socio-economic development

Presentation of Case-Study by Group 7

Session 10: Discussions

Presentation of Case-Study by Group 8

Seminar Topic Allocation

S. No.	Seminar Topic	Group No.
1	<i>Case Study on Direct Benefit Transfer Scheme of India</i>	
2	<i>Digital India: Revolution in digital payments in India.</i>	
3	<i>Role of ICT in development of Smart Cities</i>	
4	<i>FAST TAG on highways</i>	
5	<i>ICT for disaster management.</i>	
6	<i>Universal Service Fund Obligation for ICT4D</i>	
7	<i>Use cases of 'Internet of Things' for Sustainable Development Goals</i>	
8	<i>Crowdsourcing for development using ICT</i>	

Group Project Outline

- *Why was this project developed*
- *What are the objectives of the project?*
- *What is the project context? (policy environment, economic and social conditions, etc.)*
- *What are the strengths (e.g. resources and capacities available) and weaknesses (e.g. vulnerable conditions) of the project?*
- *What are the external opportunities and threats that affect the project?*
- *What is the expected results of the project?*
- *What are the achievements and impacts?*
- *What are the methodologies and tools used in the project?*
- *How was ICT applied in the project?*
- *How was the project managed? By whom?*
- *What were the good practices, lessons learned and recommendations for future actions?*
- *Source and References: Useful references for further information*

What is Development?

- *The term means different things to different people, based on economic, geographic, political, social, cultural, religious and ethnic contexts.*
- *Current development perspectives originated from*
 - *post World War II era when the term “development” was used as part of a rationale for post-war reconstruction in Europe and the “underdeveloped parts” of the world.*
 - *immediate post-colonial experience where most of the newly independent countries of Asia and Africa were, according to Western values, left far behind in terms of progress.*
- *“Development” as a conceptual framework for a number of individual, institutional, national and international changes is essentially a post World War II phenomenon.*
- *Became synonymous with growth, modernization, change, democracy, and many similar Western values, and in the beginning was **focused largely on economic development.***
- *Measured by economic indicators e.g. Gross National Product (GNP), GNP per capita, Gross Domestic Product (GDP) and GDP per capita and per capita income*

Criticism of economic theories

- *Improved economic growth did not necessarily lead to the eradication of poverty; instead it sometimes led to greater inequalities in the distribution of income.*
- *Empirical evidence continued to point to the failure of growth theories to alleviate poverty and reduce hunger. Instead, there were often high growth rates alongside large scale poverty and deprivation, inequalities, social disorder and environmental degradation.*
- *The **dissatisfaction** of countries with existing theories of development came from a realization that these theories did not really address or translate into improving the quality of people's lives.*
- *As a new paradigm for development, it was argued that in **individual freedom** lies the capacity for political participation, economic development and social progress.*
- *The goal of all development is the **enabling of freedom** to make a choice, and empowering of an individual to make the choices that determine his/her quality of life.*
- *New indicators emerged on social development and freedoms, and giving greater importance to **people-centric approaches** to development.*

Developing vs. Developed countries

- *No standard definition for classification of a country as developed or developing- can be on basis of GDP per capita, level of industrialization, general standard of living, amount of technological infrastructure etc.*
- *According to the UN, in 2020, 35 countries were considered "developed." All developed countries were located in either North America, Europe, or Developed Asia and Pacific.*
 - *Their birth and death rates are stable*
 - *They have more women working*
 - *They use a disproportionate amount of the world's resources.*
 - *They have higher levels of debt.*
- *According to the UN, in 2020, 126 countries were considered "developing." All developing countries were located in either Africa, Asia, or Latin America and the Caribbean.*
- *Development status determines which countries have a right to receive development aid under the rules of a multilateral or bilateral agency, such as the World Trade Organization (WTO)*

Source: <https://www.investopedia.com/updates/top-developing-countries/>

The New Approach towards development

- *Pioneered by Mahbub ul Haq and Amartya Sen, the human development approach was introduced by the United Nations Development Programme (UNDP) in 1990 and supported later by other international organizations.*
- *Stresses human well-being as an end for any process of economic and social development.*
- *It does so by overturning the view that focuses on material progress as the sole end. Instead, the new approach focuses on the well-being of individuals as the ultimate objective.*
- *Human Development Report (HDR) developed by UNDP is an important document through which the debate on human development is understood. The HDR includes the Human Development Index (HDI) consisting of indicators of education, health and income to ensure adequate living standards.*

Human Development Index

- *The HDI consists of three indices: life expectancy, education/literacy and standard of living to compare the level of development of a particular group of people (as in, developed, developing, underdeveloped) based on the availability of options.*
- *The logic is that the more developed a group of people are, the more options are available to them.*
- *Comparing HDI over a period of 20-30 years show that there have been improvements in all dimensions of human development in life expectancy, literacy and income levels.*
- *However, the gap between developed countries and developing countries remains high.*
- *Most developed countries have HDIs of 0.8 or higher*
- *Despite having the world's second-largest economy, China is still not classified as a developed country*
 - *lowest GDPs per capita*
 - *dependence on agriculture, (7.7% of China's overall GDP)*
 - *average life expectancy was 77 years, and its infant mortality rate was 11 per 1,000 live births.*